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ABSTRACT

The Teacher Center Program (Washington, D.C.) provides an environment where teachers may come to work on materials or projects for their classrooms, take courses for recertification credit, college credit, or enrichment, and take graduate level courses. Chapter one of this evaluation report on the Teacher Center Program describes the background of the program and the project objectives. Chapter two consists of a description of the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making used in the report. A narrative discussion of evaluation results followed by a point-by-point description of inputs, processes, and outcomes of the major program objectives is presented in chapter three. Appendices make up about half the document. They include: (1) an evaluation model schema; (2) the undergraduate program announcement; (3) the 1985-86 D.C. Teacher Center Log of Activities; (4) samples of dissemination materials; (5) summary of Teacher Center presentation evaluations; (6) Teacher Center teacher survey: staff development; (7) Teacher Center teacher survey: facilities; and (8) dial-a-teacher summary by content/subject. (JD)

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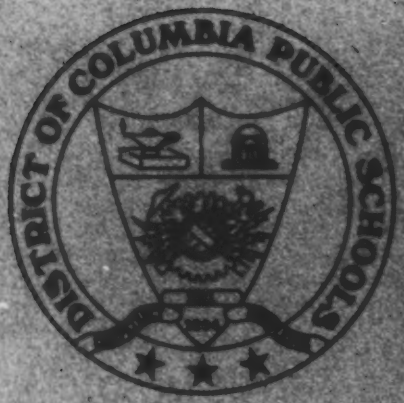

FINAL EVALUATION REPORT

for the

THE TEACHER CENTER PROGRAM

E.C.I.A. CHAPTER 2

August 1986

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

THE TEACHER CENTER

FINAL EVALUATION REPORT

1985-86

Prepared by

Division of Quality Assurance

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

Gilbert Hoffman
LEA Director, Chapter 2

DIVISION OF QUALITY ASSURANCE

David L. Huie
Director

ECIA CHAPTER 2 EVALUATION UNIT

Marcia McBeath
Director

Helen Louise Pettis
Evaluation Manager

TEACHER CENTER

Jimmie Jackson
Project Coordinator

John Swann
Program Manager

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SUMMARY AND FINDINGS

Title

The Teacher Center

Project Director

Dr. Jimmie D. Jackson

Location

Goding Elementary School

Target Population

Public and non-public school teachers, paraprofessionals, students, parents and other members of the District of Columbia community.

Background

The original proposal for the Teacher Center was submitted in 1971 with the present model established in 1977, originally with a full-time staff of nine. Funding was from federal grants and the local teachers' union. During the 1982-83 year, the Teacher Center became one of the ECIA Chapter 2 projects.

Description of the Project

The Teacher Center provides an environment where teachers may come to work on materials or projects for their classrooms. They may also take courses for recertification credit, college credit and enrichment. They may take graduate courses leading to a master's and Educational Specialist degree in the area of supervision and human relations. The Teacher Center operates programs including preservice training to meet the needs of higher educational institutions, agencies, professional and paraprofessional personnel in the D.C. Public Schools. The Teacher Center also serves students, parents and other community members. Students have opportunities to receive help from seminars, workshops, tutorial sessions and the Dial-a-Teacher program. There is a policy board that meets once every two months. At least 51% of the policy board members must be full-time teachers. Others represent the Board of Education, central and regional offices, and universities. The primary function of the Teacher Center is to provide inservice training, designed for and by teachers, based upon their perception of the kinds of assistance that will aid teachers in meeting the educational needs of students.

Stated Objectives

A: Based on requests and identified needs, the Teacher Center will plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and interested parties at the Teacher Center and other identified sites.

B: Based on requests and identified needs, the Teacher Center staff will provide an educational resource center and support services for teachers, students and other interested individuals.

C: As a result of participation in graduate courses and staff development activities at the Teacher Center, the majority of the teachers will report the implementation of skills and ideas learned from the courses, satisfaction with personal and professional growth and a high level of improvement in classroom behavior.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. The total participation in Teacher Center activities this project year was 2,957 as follows: 1,526 teachers, 576 students, 432 paraprofessionals, 355 community/parents and 68 administrators.

2. The undergraduate program "Assessment of Prior Experiential Learning" was planned, candidates were interviewed, however, due to a misquote of tuition fees the costs were prohibitive for the prospective participants.

3. A sample of 341 students responded to "The value of the presentation to me... "on a scale of 1-5, 5 "extremely useful', with a total mean of 4.45

4. On a five point scale with five being high, a sample of 60 teachers responded with a mean of 4.60 to the question "To what degree did your participation in staff development activities and graduate courses lead to satisfaction... as a teacher?"

5. A sample of 30 Teacher Survey: Facilities forms analyzed indicated that all ten items on the survey exceeded the mean score of four on a five-point scale, the total mean was 4.79.

6. A sample, 170 Dial-A-Teacher requests indicated that 87.1% of the callers were children, 12.3% parents and 0.5 other.

7. Data indicated that 100% of the teacher sample used the skills, ideas and knowledge derived from their Teacher Center training.

8. Of the sample reported 78.3% of the teachers earned recertification credit and 71.7% earned graduate credit.

INTRODUCTION

Purpose

The purpose of the Teacher Center program is to offer a non-threatening environment with facilities to conduct training for teachers, students, administrators and other D.C.P.S. personnel assisting them in self-improvement, skill development and career advancement. In addition, the center provides pre-service training to students enrolled in teacher education programs at the local area universities and colleges.

Need

The need for a non-threatening setting in which teachers felt comfortable and could improve their skills was deemed necessary to improve the quality of teaching and learning in D.C. Public Schools. The opportunities for self-improvement, and upgrading of teacher competencies would reflect on student performance. Teachers would also become a part of the changing educational process.

History

In 1977 a group of teachers, representatives of the Washington Teachers Union and school administrators designed a model for Teacher Centers in compliance with federal guidelines, in response to providing an opportunity for the involvement of teachers in their own staff development. Many activities, courses, support services, and counseling programs took place. The funding for the center was from a combination of federal, local and Washington Teachers Union funds.

The Teacher Center began with nine full-time staff members. Later, the staffing pattern was changed to three full-time staff members, 12 part-time (W.A.E.) teachers and volunteers. During the 1982-83 school year the Teacher Center became one of the ECIA Chapter 2 programs. A policy board established guidelines and reviewd the Teacher Center activities.

Description of the Project

The Teacher Center program provides an environment where teachers may work on materials or projects for their classrooms. They may also take courses for recertification credit, college credit and enrichment. They may take graduate courses leading to a master's and Educational Specialist degrees in the area of supervision and human relations. The Teacher Center staff operates programs including preservice training to meet the needs of higher educational institutions, agencies, professional and paraprofessional personnel in the D.C. Public Schools. The Teacher Center program provides services for students, parents and other community members. Students have opportunities to receive help from seminars, workshops, tutorial sessions and

the Dial-A-Teacher program. There is a policy board that meets once every two months. At least 51% of the policy board members must be full-time teachers; others represent the Board of Education, central and regional offices, and universities. The primary function of the Teacher Center program is to provide inservice training, designed for and by teachers, based upon their perception of the kinds of assistance that will aid teachers in meeting the educational needs of students.

Project Objectives

A: Based on requests and identified needs, the Teacher Center will plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and interested parties at the Teacher Center and other identified sites.

B: Based on requests and identified needs, the Teacher Center will provide an educational resource center and support services for teachers, students and other interested individuals.

C: As a result of participation in graduate courses and staff development activities at the Teacher Center, the majority of the teachers will report the implementation of skills and ideas learned from the courses, satisfaction with personal and professional growth and a high level of improvement in classroom behavior.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation of the Teacher Center follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design, cooperatively developed with the Project Director at the beginning of the project year, consisted of the intended inputs, processes and outcomes outlined on specially designed status report forms.

The interim report, distributed at the mid-point of the project cycle, related on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report brings the interim report data up to date. It also cites the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status forms is the results section, which summarizes the agreements and discrepancies for each objective, and states a general conclusion.

RESULTS

EVALUATION RESULTS-NARRATIVE SUMMARY

Objective A: Based on requests and identified needs, the Teacher Center will plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and interested parties at the Teacher Center and other identified sites.

As evidenced by the Log of Activities and attendance records produced by the project coordinator, participation during this project year involved 1,526 teachers, 576 students, 432 paraprofessionals, 355 community/parent members and 68 administrators.

An undergraduate degree program "Assessment of Prior Experiential Learning" was planned in partnership with the American University for the purpose of training D.C. Public Schools' paraprofessionals. The academic advisor of the American University by verbal agreement with the project coordinator determined the costs of tuition and fees. Orientation was conducted for 27 paraprofessionals who responded to a flyer announcing the program. During the interview of eight paraprofessionals the costs quoted by the university advisor had been increased and were found to be prohibitive by the prospective participants.

On a five-point scale with five being high a sample of 60 teachers responded with a mean of 4.60 to the question "To what degree did your participation in staff development activities and graduate courses lead to satisfaction ...as a teacher?".

The student response to "The value of the presentation to me..." as extremely useful, was reported as a total mean of 4.45 represented by a sample of 341 forms submitted by the project coordinator.

Objective B: Based on requests and identified needs, the Teacher Center will provide an educational resource center and support services for teachers, students and other interested individuals.

A sample of 30 Teacher Survey: Facilities forms analyzed indicated that all ten items on the survey exceeded the mean score of four on a five-point scale. The items, personal conferencing, letter cutter and printing, had a mean score of 5.00, the total mean was 4.79. A sample of 170 Dial-A-Teacher requests indicated that 87.1% of the callers were children, 12.3% parents and 0.5% other. A summary of the sample of callers appears later in this report.

Objective C: As a result of participation in graduate courses and staff development activities at the Teacher Center, the majority of the teachers will report the implementation of skills and ideas learned from the courses, satisfaction with personal and professional growth and a high level of improvement in classroom behavior.

For this objective a sample of 60 Teacher Survey: Staff Development forms were analyzed. The data indicated that 100% of the teachers in the sample used the skills, ideas and knowledge derived from their Teacher Center training. The overall mean for a section fo the questionnaire concerning level of satisfaction was 4.70 on a scale of 1 to 5 with 5 representing a high degree. Means of all areas were above 4 as follows: professional growth 4.77, personal growth 4.75, myself as a teacher and the teaching/learning process in my classes 4.60.

Of the sample reported 78.3% of the teachers earned recertification credit and 71.7% earned graduate credit. The Teacher Survey: Staff Development question six consists of 20 items having a total mean of 4.56 on a five point scale. A summary of each item indicated a mean score range of 4.45 to 4.65.

In conclusion, the Teacher Center program has completed another year of successful service to teachers, students, administrators, paraprofessionals, community parents.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To offer a non-threatening environment, a facility, and training for teachers and others to assist them in self-improvement, in order to enhance the learning of students

Objective A: Based on requests and identified needs, the Teacher Center staff will plan, develop, disseminate, implement and evaluate inservice training, graduate courses and workshops for teachers and interested parties at the Teacher Center and other identified sites.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
a. Teacher Center Policy Board	Agreement	a. The Teacher Center Policy Board remains intact and is convened by a chairman, states the project coordinator.
b. Teacher-director	Agreement	b. For the purpose of this report the teacher-director will be referred to as the project coordinator.
c. Teacher staff assistant	Agreement	c. The teacher staff assistant is available states the project coordinator.
d. Twelve resource teachers (WAE part time)	Agreement	d. The project coordinator verified that there were twelve part-time resource teachers.
e. Building representatives	Agreement	e. Union representatives serve as coordinators between the buildings and the Teacher Center.
f. Clerical assistance	Agreement	f. The evaluator has met the clerical staff.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
g. District of Columbia Public and non-public school teachers	Agreement	g. Participants were verified by sign in sheets from courses and workshops.
h. D.C. Public School paraprofessionals	Agreement	h. Same as above
i. Students (Elementary, Junior High, Senior High, College and Dropouts)	Agreement	i. The Teacher Center monthly calendars showed evidence of activities planned for these groups.
j. Parents and other community members	Agreement	j. Same as above
k. Faculty members from area universities	Agreement	k. Same as above
l. Flyers, brochures and other informational materials	Agreement	l. Samples of flyers and brochures were given to the evaluator as evidence.
m. Needs assessments from teachers	Agreement	m. The needs assessment (Survey of Teacher Inservice Education Needs)was taken from completed forms observed by the evaluator.
n. Adequate materials and supplies	Agreement	n. The project coordinator stated that materials and supplies were adequate.
o. Course evaluation questionnaires for teachers, paraprofessionals, parents plus community members	Agreement	o. The completed evaluation questionnaires were observed by the evaluator.
p. Survey form for paraprofessional inservice needs	Agreement	p. The result from the June 1985 survey of paraprofessional needs is the undergraduate program.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
q. Attendance records	Agreement	q. Participants sign in each class period providing the attendance records, observed by the evaluator.
r. Space and facilities at the Teacher Center for classes, curriculum activities, library research and planning	Agreement	r. The Teacher Center location on the third floor of Goding Elementary School observed by the evaluator, has several classrooms, a library and curriculum center, the Dial-a-Teacher room and an office. Facilities were very adequate.
s. Space at school sites for classes	Agreement	s. The project coordinator verified that space was available at school sites for conducting classes. They were usually taught in a regular classroom.
t. Space for awareness sessions	Agreement	t. Ample space was provided at the center and other local community centers for conducting awareness sessions as verified by the project coordinator.

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The Teacher Center Policy Board will meet at least once every two months and will review proposed projects for the Teacher Center.	Agreement	1.1 The project coordinator indicated that meetings were scheduled as needed.
1.2 Based on needs assessments from teachers, and with approval of the Policy Board, the project coordinator will plan course offerings and other activities for teachers.	Agreement	1.2 Evidence of planned course offerings and other activities was found in D.C. TEACHER CENTER'S SINGLE SKILLS INSTITUTE and TEACHER TONICS brochures and in the monthly calendars of activity.
1.3 Based on letters, telephone requests and personal contact concerning areas of need, the project coordinator and staff will plan instructional seminars for students.	Agreement	1.3 Requests from evaluation forms were observed and planning and implementation of instructional seminars for students were verified by the log of activities.
1.4 Based on surveys, telephone requests and personal requests, the project coordinator will plan course offerings for paraprofessionals.	Agreement	1.4 The planning and implementation of course offerings for paraprofessionals was evidenced by the monthly calendars of activities.
1.5 Based on letters, telephone requests and personal contact, the project coordinator and staff will plan course offerings and other activities for parents and other community members.	Agreement	1.5 The project coordinator verified that based on telephone requests, and personal contact, the Teacher Center personnel have planned course offerings to meet the needs and wishes of parents and community members.
2.1 The Teacher Center staff will develop and write curriculum for inservice courses, student seminars and courses of interest to the community.	Agreement	2.1 The evaluator was shown course outlines, applications for in-service and graduate credit courses as evidence.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
3.1 The project coordinator will notify paraprofessionals of the planning of an undergraduate degree program through a local university.	Agreement	3.1 A flyer announcing the undergraduate programs was disseminated to all D.C. Public Schools, see Appendix B.
3.2 The project coordinator will arrange for an orientation session for interested paraprofessionals.	Agreement	3.2 The orientation session was conducted for twenty-seven paraprofessionals April 3, 1986, 4:00-8:00 p.m.
3.3 The project coordinator will arrange for the dean of the selected university to interview interested persons.	Agreement	3.3 The academic advisor of the American University interviewed eight paraprofessionals, stated the project coordinator.
3.4 Paraprofessionals will attend meetings to determine credit earned through experience.	Agreement	3.4 The academic advisor of the American University interviewed eight paraprofessionals, stated the project coordinator.
3.5 Teacher Center staff, university personnel and paraprofessional students will meet to plan and outline programs.	Agreement	3.5 The project coordinator stated that the planning and outlining of programs occurred during the orientation session.
4.1 The project coordinator will arrange for the presentation of awareness sessions of possible course offerings to teachers.	Agreement	4.1 Awareness sessions of possible course offerings to teachers were presented the fourth Monday of each month at membership meetings of the Washington Teacher's Union, and evidenced by the Teacher Center monthly calendars.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
4.2 The teacher staff assistant and other staff members will prepare and disseminate flyers and other informational materials about course offerings and seminars for teachers, students, paraprofessionals and community members.	Agreement	4.2 Examples of these disseminated materials have been given to and examined by the evaluator.
4.3 Building representatives will serve as contact people between schools and the Teacher Center and will disseminate materials received at their buildings.	Agreement	4.3 The project coordinator stated that communication and dissemination was evidenced by teacher participation.
5.1 The resource teachers and other Teacher Center staff will teach course offerings to teachers, students, paraprofessionals, and community members.	Agreement	5.1 The Teacher Center calendars provided course titles and teacher names as evidence.
5.2 University faculty and other approved D.C. Public School staff members will teach graduate degree courses.	Agreement	5.2 The brochure TEACHER TONICS, Spring Courses 1985-86 listed seven graduate/recertification offerings with instructors' names. One additional course was listed for the Master's Program.
5.3 D.C. Public Schools' teachers, students, paraprofessionals, parents and community members will participate in course offerings.	Agreement	5.3 The participation of these groups was evidenced by agenda, sign in sheets, evaluations and the log of activities.
5.4 The Teacher Center staff will keep attendance records of teacher participation.	Agreement	5.4 Teacher participation was evidenced by sign in sheets.

† Processes numbered to correspond with outcomes.

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
5.5 The project coordinator will arrange for the recording of inservice and graduate credit as earned by participants.	Agreement	5.5 The recording of inservice and graduate credit earned by participants was evidenced by the inservice course summary sheet and the Roster of Participants.
5.6 The project coordinator will prepare and present certificates to non-degree paraprofessionals successfully completing courses.	Agreement	5.6 The project coordinator stated that certificates were prepared and presented to participants in the computer course.
6.1 Teachers, students, paraprofessionals, community members and parents will complete evaluation questionnaires.	Agreement	6.1 Completed evaluation questionnaires were shown as evidence to the evaluator.
6.2 The project coordinator will submit completed course evaluation questionnaires to the ECIA Chapter 2 Evaluation Unit.	Agreement	6.2 The course evaluation questionnaires were submitted. Data analysis appears later in this report.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June 1986, records submitted by the project coordinator of the Teacher Center to the ECIA Chapter 2 Evaluation Unit will show that the planning of course offerings and seminars will have been completed.	Agreement	1. The planning of course offerings and seminars was evidenced by the "D.C. Teacher Center Log of Activities" located in Appendix C. This log covers the period of May 1985 through July 1986.
2. By June 1986, records sub-submitted by the project coordinator of the Teacher Center to the ECIA Chapter 2 Evaluation Unit will show that the curriculum development of all course offerings will have been completed.	Agreement	2. The evaluator observed course outlines of curriculum developed for courses offered Summer 1985, Fall and Spring of school year 1985-86.
3. By June 1986, records submitted by the project coordinator of the Teacher Center to the ECIA Chapter 2 Evaluation Unit will show that an undergraduate program for paraprofessionals has been planned and initiated.	Partial Agreement	3. The undergraduate program "Assessment of Prior Experiential Learning" was planned, tuition fees were acceptable by verbal agreement between the project coordinator and the university academic advisor, however, the the amount quoted to the prospective participants was increased and found to be prohibitive, stated the project coordinator.
4. By June 1986, records of awareness sessions and samples of dissemination materials submitted by the project coordinator of the Teacher Center to the ECIA Chapter 2 Evaluation Unit will show that information about the offerings of the Teacher Center will have been disseminated.	Agreement	4. Evidence of awareness sessions and samples of dissemination materials is found in Appendix C, Log of Activities and in Appendix D, Samples of Dissemination Materials.

OBJECTIVE A

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
5. By June 1986, records of attendance submitted by the Teacher Center project coordinator of the ECIA Chapter 2 Evaluation Unit will show that at least 1500 teachers, 500 students, 200 paraprofessionals and 500 community members will have attended inservice training or seminars.	Agreement	5. The Log of Activities, Appendix C and attendance records observed by the evaluator showed the following participation: Teachers 1,526 Students 576 Paraprofessionals 432 Community/parents 355 Administrators 68 TOTAL 2,957
6. Analysis of the result of questionnaires submitted by the Teacher Center project coordinator by June 1986 to the ECIA Chapter 2 Evaluation Unit will show that a random sample of teachers, students, paraprofessionals and community members considered the courses to be valuable as indicated by a mean score of four on a five-point scale.	Agreement	6. A sample of students responded to "The value of the presentation to me...", on a scale of 1-5 with 5 "extremely useful". There were 195 respondents for the Black History Program, the mean was 4.59 and the total mean 4.61; the Course Traditional Gospel had 30 respondents with a mean of 3.33 and a total mean of 3.51; the Pre-Thanksgiving Program: The Family Tree had 82 respondents with a mean of 4.45 and a total mean of 4.43; the SAT Workshop for 11th and 12th grade students, parents and counselors had a sample of 34 respondents, the mean was 4.62 and the total mean was 4.47 as evidenced in Appendix E. The total mean of the combined sample, 341 respondents, was 4.45. A teacher sample of 60 responded to the question "To what degree did your participation in staff development activities and graduate courses lead to satisfaction... as a teacher?". On a scale of 1-5 with 5 being high, the mean for this item was 4.60 and the total mean was 4.70 as evidenced in Appendix F.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To offer a non-threatening environment, a facility, and training for teachers and others to assist them in self-improvement, in order to enhance the learning of students

Objective B: Based on requests and identified needs, the Teacher Center staff will provide an educational resource center and support services for teachers, students and other interested individuals.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs a-d and f-j are the same as Objective A. Please see page 1.		
k. Recording system for Teacher Center use	Agreement	k. Teacher Center use was recorded in the Log of Activities.
l. Dial-A-Teacher program	Agreement	l. The Dial-A-Teacher program was in operation, stated the project coordinator.
m. Five telephones for the Dial-A-Teacher program	Agreement	m. The five telephones were operative, stated the project coordinator.
n. Records of requests made through the Dial-A-Teacher program	Agreement	n. The telephone log was presented as evidence of requests made through the Dial-A-Teacher program.
o. Evaluation questionnaire for teachers on use of the facilities	Agreement	o. The evaluator observed samples of the evaluation questionnaires.
p. Space and facilities at the Teacher Center for library, curriculum development activities, meetings and duplicating	Agreement	p. The defined spaces were observed by the evaluator.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The Teacher Center will disseminate information about the available facilities.	Agreement	1.1 Information was disseminated about available facilities at the Teacher Center through the Calendar of Activities.
1.2 The Teacher Center will purchase and make available the necessary materials for duplication and for school projects.	Agreement	1.2 Materials for duplication and for school projects were observed in the workroom by the evaluator.
1.3 The staff of the Teacher Center will assure that the library, classrooms, meeting rooms and other facilities are opened at the designated times of the day.	Agreement	1.3 The project coordinator stated that the library, classrooms, meeting rooms and other facilities were opened until eight in the evening.
1.4 Teachers will fill out sign-in sheets indicating their use of the Teacher Center.	Agreement	1.4 Sign-in sheets were observed by the evaluator.
1.5 A random sample of teachers using the Teacher Center facilities will be requested to complete a questionnaire on facilities used and satisfaction with them.	Agreement	1.5 Some questionnaires on facilities used and satisfaction with them were observed by the evaluator.
2.1 Students and other individuals will request information through the Dial-A-Teacher program.	Agreement	2.1 The telephone log was presented by the project coordinator as evidence of requests received.
2.2 The resource teachers will respond to requests made through the Dial-A-Teacher program.	Agreement	2.2 Same response as in 2.1.

† Processes numbered to correspond with outcomes

OBJECTIVE 8

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.3 The resource teachers will keep records of requests made throught the Dial-A-Teacher program.	Agreement	2.3 Completed forms used in responding to requests were observed by the evaluator.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June 1986, analysis of Teacher Center users' responses on questionnaires submitted to the ECIA Chapter 2 Evaluation Unit by the Teacher Center project coordinator will provide information on teachers' use of center facilities and support services for meetings, duplicating materials, reading, research and working on projects for their classroom or on personal projects and will show a high level of satisfaction (four on a five-point scale) with the facilities.	Agreement	1. A sample, numbering 30 Teacher Survey: Facilities forms were submitted for analysis. All 10 items on the survey exceeded four on a five-point scale, the range was 4.57 (materials) to three items with a mean of 5.00 (personal conferencing, letter cutter and printing) the total mean was 4.79. A summary of all items is in Appendix G.
2. By June 1986, records submitted to the ECIA Chapter 2 Evaluation Unit by the Teacher Center project coordinator will show that the Teacher Center staff provided instructional and educational information to students and other interrested individuals through the Dial-A-Teacher program.	Agreement	2. The forms for recording Dial-A-Teacher requests for information were observed by the evaluator. An analysis of a sample indicates the callers were: 21 Parent 12.3% 148 Child 87.1% 1 Other 0.5% Totals 170 99.9% A summary of calls by content, social studies, mathematics, etc. is in Appendix H.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To offer a non-threatening environment, a facility, and training for teachers and others to assist them in self-improvement, in order to enhance the learning of students

Objective C: As a result of participation in graduate courses and staff development activities at the Teacher Center, the majority of the teachers will report the implementation of skills and ideas learned from the courses, satisfaction with personal and professional growth and a high level of improvement in classroom behavior.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
a. Teacher-director	Agreement	a. For the purpose of this report the teacher-director is referred to by the project coordinator.
b. Clerical assistant	Agreement	b. The clerical assistant was observed by the evaluator.
c. Teachers who participated in center activities in the 1985-86 school year	Agreement	c. The project coordinator presented the Log of Activities as evidence of the activities which have taken place.
d. Graduate course offerings (1985-86)	Agreement	d. The same response as in c above.
e. Staff development activities (1985-86)	Agreement	e. The same response as in c above.

OBJECTIVE C

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
(Processes 1 - 4)		
.1 The project coordinator will review the questionnaire developed by the ECIA Chapter 2 Evaluation Unit to assess teacher use of skills and ideas derived from participation in course offerings, teacher perception of personal and professional growth, improvements in classroom behavior and in the overall quality of instruction.	Agreement	.1 The evaluator observed the questionnaire to be used to access teacher use of skills and ideas derived from participation in course offerings.
.2 A sampling of teachers who participated in staff development activities and graduate courses during the 1985-86 school year will complete the evaluation questionnaire and will submit the completed ones to the project coordinator.	Agreement	.2 The questionnaire assessed teacher use of skills and ideas derived from participation in course offerings, teacher perception of personal and professional growth, improvements in classroom behavior and in the overall quality of instruction. (See Appendix E).
.3 The project coordinator will submit to the ECIA Chapter 2 Evaluation Unit completed questionnaires.	Agreement	.3 The completed evaluation questionnaires are on file in the Evaluation Unit Office.

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Analysis of responses on questionnaires submitted to ECIA Chapter 2 Evaluation Unit by the Teacher Center project coordinator will show that the majority of a sampling of teachers used or implemented the skills and ideas derived from their Teacher Center training.	Agreement	1. The sample of 60 Teacher Survey: Staff Development forms indicated that 100 percent of the teachers used the skills, ideas and knowledge derived from their Teacher Center training.
2. Analysis of responses on questionnaires submitted to the ECIA Chapter 2 Evaluation Unit by the Teacher Center project coordinator will show personal growth of project teachers as evidenced by a high level of satisfaction (four on a five-point scale) with oneself and one's profession.	Agreement	2. The overall mean on a section of the questionnaire on level of satisfaction was 4.70 on a scale of 1 to 5 with 5 representing a high degree. Means of all areas were above 4 as follows: Personal growth 4.75 Professional growth 4.77 Myself as a Teacher 4.68 The teaching/learning process in my class(es) 4.60 For more information, see Appendix E.
3. Analysis of responses on questionnaires submitted to the ECIA Chapter 2 Evaluation Unit by the Teacher Center project coordinator will show professional growth of project teachers as evidenced by the attainment of college or recertifica- credit by 70% of the participants.	Agreement	3. Of the sample reported 78.3% of the teachers earned recertification credit and 71.7% earned graduate credit. Fourteen, 23.3%, of the teachers indicated that they were working toward a degree and 8.3% had received a degree since participating in Teacher Center activities, as evidenced in Appendix F.

OBJECTIVE C

PART III

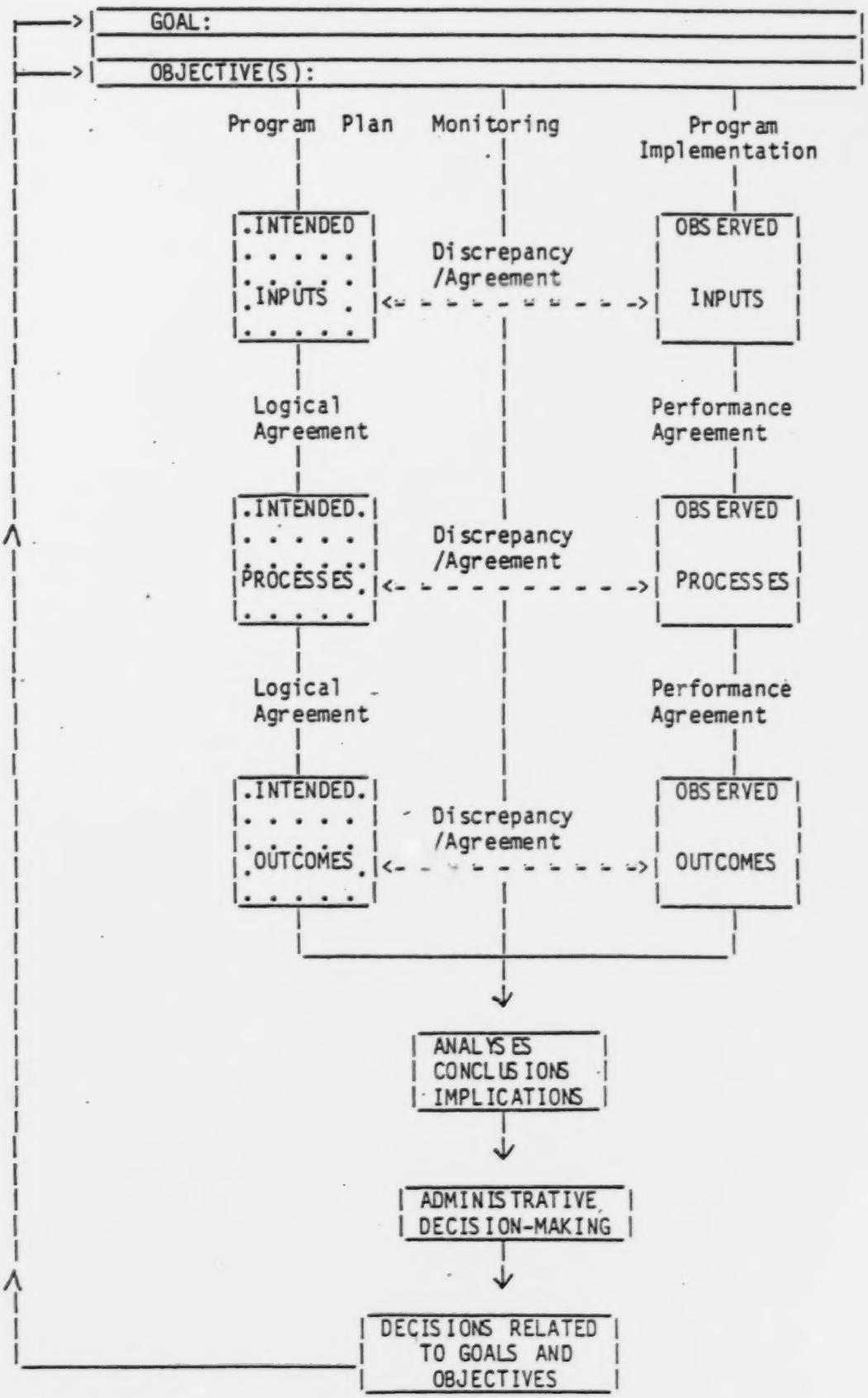
OUTCOMES

INTENDED	STATUS	OBSERVED
4. Analysis of questionnaire responses submitted to the ECIA Chapter 2 Evaluation Unit by the Teacher Center project coordinator of a sampling of project teachers who indicated use of the ideas, skills and knowledge acquired from the training will show a high level of improvement in selected classroom behaviors and in the overall quality or teaching as evidenced by an average score of four on a five-point scale.	Agreement	4. The Teacher Survey: Staff Development item 6 consisted of 20 areas with a 4.56 total mean on a five-point scale. Appendix F contains a summary of each item 6a through 6t and shows the mean scores range from 4.45 to 4.65.

APPENDIX A

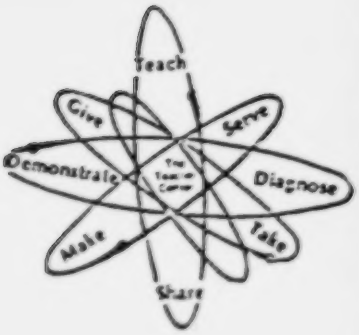
EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

THE UNDERGRADUATE PROGRAM ANNOUNCEMENT



The D. C. Teacher Center is proud to present

ASSESSMENT of PRIOR EXPERIENTIAL LEARNING PROGRAM

What is the Assessment of Prior Experiential Learning (APEL) Program? .....

Who is eligible? .....

Can credit earned in APEL be applied to a degree program? .....

Can previously earned academic credit be applied to a degree program? .....

Orientation Program

Thursday, March 13, 1986

Assessment of Prior Experiential Learning Program

EARN CREDIT FOR YOUR EXPERIENCE

An Undergraduate Program

APPENDIX C

D.C. TEACHER CENTER LOG OF ACTIVITIES

D. C. TEACHER CENTER
LOG OF ACTIVITIES

DATE	COURSE	WORKSHOP/PROGRAM	OTHER ACTIVITY	SITE		NUMBER OF PARTICIPANTS			
					Paras	T	A	P/C	S
5/6,13,20, 6/3,10,17, 24,27,28/85	Calligraphy				20	13			
8/28/85		Stress Workshop		Johnson JHS	2	45		2	
8/29/85		Stress Workshop		Savoy ES	2	33			
9/11/85		Critical Thinking & Test Taking Skills		(Students) Howard University					10
	/SINGLE SKILL INSTITUTE:/								
9/9/85	Beginning of the School Year Classroom Management			D. C. Teacher Center		5			
9/17/85	A Manipulative Approach to Teaching Math			D. C. Teacher Center		6	4	3	
9/24/85	Teaching Reading in the Content Areas			D. C. Teacher Center		9			
9/26/85	Proposal Writing			D. C. Teacher Center		13			
9/11/85		Critical Thinking and Test Taking Skills Workshop		D. C. Teacher Center		12			
10/23/85		Stress Workshop (Continuation)		Noten Elementary Sch	5	40			
	/SINGLE SKILL INSTITUTE:/								
10/1/85	Making Bulletin Boards Functional			D. C. Teacher Center		13		25	
10/8/85	Diagnostic/Prescriptive Teaching			D. C. Teacher Center		14			
10/17/85	Effective Questioning Skills			D. C. Teacher Center		21			
10/3/85	Teaching Division, Fractions & Measurement			D. C. Teacher Center		9			
10/23/85	Psycho-Motor Development			D. C. Teacher Center	11	20			
11/14/85		Pre-Thanksgiving Prog.		D. C. Teacher Center	10			50	200
12/19/85		Christmas Extravaganza		D. C. Teacher Center	TC	150		50	60
12/20/85			Roundtable Session	D. C. Teacher Center					

D. C. TEACHER CENTER
LOG OF ACTIVITIES

DATE	COURSE	WORKSHOP/PROGRAM	OTHER ACTIVITY	SITE	NUMBER OF PARTICIPANTS			
					T	A	P/C	S
10/23/85		Continuation Stress Workshop		Moten ES	40			
11/6/85		Stress Workshop		Nicholas Orem Middle Sch.	50			
11/6/85		Stress Workshop		Shaed ES	25			
11/7/85		Stress Prevention & Management		D. C. Teacher Center	15			
11/20/85		Stress Workshop		Follow-Through Prog Nichols Avenue School	12			
12/10/85		Parent Workshop on Games		Blow ES			10	
12/11/85		Stress Workshop		Nicholas Orem Middle Sch.	50			
12/13/85		Proposal Writing Workshop		Region A	60			
12/18/85		Staff Moral		Raymond School	40			
1/21/86		Staff Development		Shadd ES	45			
1/21/86		Staff Development		Moten ES	35			
1/8/86		Stress Workshop		Patterson	45			
1/10/86		Self Esteem		Burrville ES				16
1/22/86		Developing Postive Self Concept		Walle ES	60			
2/5/86		Parent Workshop on 1. Organizating Personal Time 2. Money Management		Greene ES			10	
2/11/86		Stress Workshop		Burrville	36			
2/13/86		Stress For Parents Workshop		Stanton ES			15	

D. C. TEACHER CENTER

LOG OF ACTIVITIES

...te	COURSE	WORKSHOP/PROGRAM	OTHER ACTIVITY	SITE	NUMBER OF PARTICIPANTS			
					T	A	P/C	S
	/SINGLE SKILLS/							
11/6/85	Teaching Test Taking Skills				16		20	
11/13/85	Using Test Results for Instructional Purposes				5	5		
11/19/85	Elementary Metrics				13			
11/20/85	Seminar on Media Variations				5			
11/25/85	Drawing Fundamentals				12			
11/26/85	Discipline in the Classroom				15			
12/2/85	Creative Crafts				17		10	
12/9/85	Introduction to Calligraphy				18			
12/11/85	Individualized Language Arts: A Diagnostic-				10			
12/12/85	Prescriptive Approach to Writing Color, Caring and Creativity in Pre-K and Kindergarten				9		10	

D. C. TEACHER CENTER
LOG OF ACTIVITIES

DATE	COURSE	WORKSHOP/PROGRAM	OTHER ACTIVITY	SITE	Paras	NUMBER OF PARTICIPANTS			
						T	A	P/C	S
1/21/86-4/29/86	Introduction to Computer Programming II			D. C. Teacher Center	25	3			
1/27/86-4/12/86	Critical Tidnking for Teachers and Other D.C.P.S Personnel			D. C. Teacher Center	10	3	4		
1/28/86-3/18/86	Substance Use and Abuse Prevention Education			D. C. Teacher Center	40	5			
2/20/86-4/8/86	Stress Prevention and Management Education Modules for Classroom Teachers and Other D.C.P.S. Personnel			D. C. Teacher Center	10	8	3		
4/8/86-5/22/86	Using Educational Research for Effective Classroom Practice for Teachers			D. C. Teacher Center		5	4		
5/21/86-6/25/86	Proposal Writing			D. C. Teacher Center	2	5	2		
5/29/86-6/26/86	Oral and Written Communication for Classroom Teachers & Other D.C.P.S. Personnel			D. C. Teacher Center		10	5		
1/21/86-4/22/86	Quantitative Methods I: Introduction to Survey Measurement and Research			D. C. Teacher Center		12			
2/28; 4/10; 3/1/14/15; 4/11/12/86	National Teachers Conference			D. C. Teacher Center	5	75	3	2	
5/1/86			Paraprofessionals Conference	D. C. Teacher Center	65				
3/13/86		Awareness for Undergraduate Degree Program		D. C. Teacher Center	90				

D. C. TEACHER CENTER
LOG OF ACTIVITIES

DATE	COURSE	WORKSHOP/PROGRAM	OTHER ACTIVITY	SITE	Paras	NUMBER OF PARTICIPANTS			
						T	A	P/C	S
2/11/86		Student Workshop Self-Esteem		Burrville ES					50
2/13/86		Preventing Stress A Parent Workshop		Stanton ES	10			30	
2/19/86		Howard University Education Department		Howard University		15			
2/21/86		Using Research for Effective Classroom Mgmt.		Holy Redeemeer		30			
3/4/86		Self-Esteem Program		Burrville ES					45
3/12/86		Stress Management for 6th Grade Students		Ludlow-Taylor ES					35
3/19/86		Stress Management for Educators		H. D. Cooke		34			
3/19/86		Time Management for Parents		Burrville ES				30	
3/21/86		Stress Management for Students (4th graders)		Ludlow-Taylor					45
3/26/86		Stress Management		Rudolph ES		33			
4/2/86		National Council of Teachers of Math				25			
4/8/86		Public Speaking Workshop for Students		Burrville ES					55
4/9/86		Developing Leadership Abilities in Students		Greene ES					20
4/19/86		Annual Quest Conference (Workshop)		New Orleans, La.		50	25		
3/4/86	Assessment of Prior Experiential Learning Program				10				

D. C. TEACHER CENTER
LOG OF ACTIVITIES

DATE	COURSE	WORKSHOP/PROGRAM	OTHER ACTIVITY	SITE	NUMBER OF PARTICIPANTS			
	SINGLE SKILLS / INSTITUTE /				T	A	P/C	S
3/11/86	Drug Education			D. C. Teacher Center			60	
3/18/86	Mathematics as a Second Language			D. C. Teacher Center	4	3		
3/20/86	Teaching Division, Fractions, and Measurements			D. C. Teacher Center				
3/25/86	Introduction to Sign Language			D. C. Teacher Center	10			
3/26/86	Proposal Writing			D. C. Teacher Center	3			
3/27/86	Seminar on Media Variations			D. C. Teacher Center			15	
4/10/86	Introducttion to Sign Language			D. C. Teacher Center	9			
5/5/86	Integrating Tasks			D. C. Teacher Center	5			
5/6/86	Multi-Cultural Education			D. C. Teacher Center	5			
5/8/86	Metric Education			D. C. Teacher Center	5			
5/15/86	Introduction to Sewing For Men and Women			D. C. Teacher Center	2			
5/22/86	Creative Strategies in French			D. C. Teacher Center	3			
5/27/86	Health and Nutrition			D. C. Teacher Center	7			
5/29/86	Child Abuse Awareness & Prevention Ed.			D. C. Teacher Center			10	
6/2/85	Teaching Test Taking Skills			D. C. Teacher Center	5			
6/5/86	Spanish Innovations			D. C. Teacher Center				
6/9/86	Introduction to Calligraphy			D. C. Teacher Center	20			
6/12/86	Business Writing Skills			D. C. Teacher Center				

D. C. TEACHER CENTER
LOG OF ACTIVITIES

DATE	COURSE	WORKSHOP/PROGRAM	OTHER ACTIVITY	SITE	NUMBER OF PARTICIPANTS			
					T	A	P/C	S
5/27, 6/4, 10,11,17/6/19 25,23,24,25/86	Proposal Writing for Elementary and Secondary Teachers			DC Teacher Center	5			
5/19/86	Introduction to Sewing for Men and Women			D. C. Teacher Center	2			
5/20/86	Introduction to Sewing for Men and Women			D. C. Teacher Center	2	2	3	
6/18,19,23, 24,26/86	Critical Thinking for Teachers and Other D.C.P.S. Personnel			D. C. Teacher Center	8			
6/18,19,23, 24,26/86	Teaching Effective Techniques in Test-Taking Skills for Classroom Teachers and Other D.C.P.S. Personnel			D. C. Teacher Center	4			
7/1,2,3,7,8, 9,10,14/86	Teacher Training in Teaching the Deaf/Hearing Imaired for Classroom Teachers			D. C. Teacher Center				
6/30, 7/1,2, 3,7,8,9,10, 14 and 15, 1986		Positive Self-Esteem: Alternative for Jr. High School Girls		D. C. Teacher Center				40
6/6/86		Proposal Writing		Region A Conference in Berkeley Springs, West VA.	35			
6/6/86		Effective Time Management		Region A Conference in Berkeley Springs, West VA.	35			
5/13/86 - 7/1/86 Registration 6/19/86	Qualitative Methods II: Research Procedures /UDC Courses/			D. C. Teacher Center	8	8		
6/23- 7/8/86	Foundations of Educational Administration			D.C. Teacher Center				

APPENDIX D

SAMPLES OF DISSEMINATION MATERIALS

D.C. TEACHER CENTER
GODING ELEMENTARY SCHOOL
10th and F Streets, N.E.
Washington, D.C. 20002

The Sixth Annual NATIONAL TEACHERS' CONFERENCE

STRATEGIES FOR EFFECTIVE CLASSROOM MANAGEMENT FOR CLASSROOM TEACHERS

This course is designed to provide opportunities to specifically meet the needs of classroom teachers, and other D.C.P.S. Personnel. Participants will interact, exchange ideas and share with experts in order to gain experiences that are practical for teaching a series of activities, workshops, etc. The sessions are interdisciplinary and interrelated.

Participants attending the entire conference can earn 3 graduate/recertification credits. Graduate credit, $165.00 (Personal checks may be used). See below for information regarding registration fee. Call the Teacher Center 727-5362, 63, 64 to preregister.

DATES/TIME: 2/28, 4:00-10:00p.m.,F 3/15, 8:00a.m.-6:00p.m.,S
3/1, 8:00a.m.-6:00p.m.S 4/11, 6:00-9:00p.m.,F
3/14, 4:00-10:00p.m.,F 4/12, 8:00a.m.-6:00p.m.,S

ip and return

es: Contact D.C. Teacher Center regarding registration fee.

D.C. TEACHER CENTER
GODING ELEMENTARY SCHOOL
10th and F Streets, N.E.
Washington, D.C. 20002

RECERTIFICATION: FREE!

AME _____

DRESS _____

_____

HOOL _____

PHONE _____(Home) _____(School)

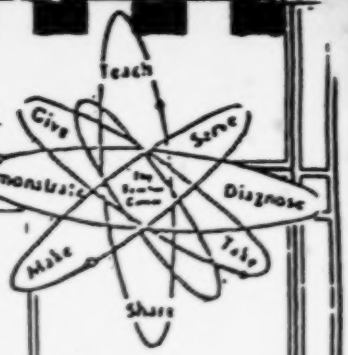
I am interested in attending the Sixth Annual National Teachers' Conference.

l workshops will be held at the D. C. Teacher Center.

JUNE 1986

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Proposal Writing, 4-7p.m. Single Skills Course Test-Taking Skills 4:00-7:00p.m. John Swann	3 COURSE Oral & Written Communications Skills 4:00-7:00p.m. Cheri Bridgefort Test-Tkg. Skls. 4:00-7:00p.m.	4 Proposal Writing 4:00-7:00p.m. Jimmie Jackson	5 COURSE Oral & Written Communications Skills 4:00-7:00p.m.	6 Region A Special Ed. Conf. 9:00a.m.-2:00p.m. J. Jackson P. Thomas Berkeley Springs, West Virginia	7
8	9 Single Skills Intro. to Calligraphy 4:00-7:00p.m. Patricia Stocks	10 Proposal Writing Oral & Written Communications 4:00-7:00p.m. Intro. to Calligraphy 4:00-7:00p.m.	11 Proposal Writing 4:00-7:00p.m. Jimmie Jackson	12 Single Skls. Bus. Writ. Skls. 4:00-7:00p.m. Percell Thomas Oral & Written Communications 4:00-7:00p.m.	13 LAST DAY OF SCHOOL FOR STUDENTS	14
15 FATHER'S DAY	16	17 Proposal Writing Oral & Written Communications 4:00-7:00p.m.	18 SUMMER PROGRAM Critical Thinking Skills Test-Taking Skills 4:00-7:00p.m. LAST DAY SCHOOL FOR TEACHERS	19 Critical Thinking Skls. Test-Taking Skls. Proposal Writing Oral & Written Communications 8:00a.m-2:00p.m.	20 Critical Thinking Skls. 8:00a.m.-12N Test-Tkg. Skills 8:00a.m.-12N Proposal Writing 8:00a.m.-2:00p.m.	21
22	23 Proposal Writing Oral & Written Communications Crit. Thinking Test-Tkg. Skls. 8:00a.m.-2:00p.m.	24 Proposal Writing Oral & Written Communications Crit. Thinking Test-Taking Skls 8:00a.m.-2:00p.m.	25 Proposal Writing Oral & Written Communications 8:00a.m.-2:00p.m.	26 Critical Thinking Skls. Test-Tkg. Skls. Oral & Written Communications 8:00a.m.-2:00p.m.	27 Critical Thinking Skls. Test-Taking Skills 8:00a.m.-1:00p.m.	28
29	30 SUMMER INSTITUTE FOR JR. HIGH GIRLS Preventing & Coping with Stress & Peer Pressure 9:00a.m.-1:00p.m	ADDITIONAL INFORMATION Final Annual Conference, Quality Assurance, 6/3, 9:00a.m.- UDC's Master's Programs registration, 6/19 & 20, 9:00a.m.-12:00N, Session I 6/23-7/8 9:00a.m.-1:00p.m. & 1:00-5:00p.m. and Session II, 7/10-7/24, 9a.m-1p.m. & 1-5p.m. COURSE: Teachers, Pre-K through 12th Training in Teaching the Deaf/Hearing Impaired for Classroom Teachers 8a.m.-2p.m. 7/10, 8a.m.-1p.m. and 7/14, 8a.m.-12N Sign Language), 7/1,2,3,7,8,9,				

FEBRUARY 1986



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

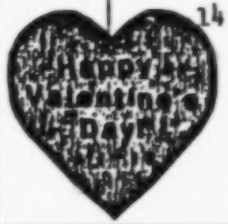
ADDITIONAL ANNOUNCEMENTS

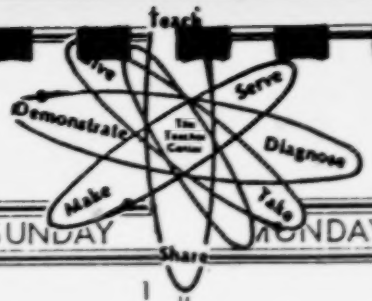
STRESS PREVENTION AND MANAGEMENT EDUCATION MODULES FOR CLASSROOM TEACHERS & OTHER DCPS PERSONNEL, 2/20,25,27 3/4,6,11,13,18,25,27 4/8,22,29 5/6,8, 4:00-7:00p.m.,TTh, Jimmie Jackson, Instructor

USING EDUCATIONAL RESEARCH FOR EFFECTIVE CLASSROOM PRACTICE FOR TEACHERS, 4/8,10,14,17,22,24,28 5/1,6,8,12,15,19,20,22, 4:00-7:00p.m.,MTTh, Percell Thomas, Instructor

PROPOSAL WRITING FOR ELEMENTARY AND SECONDARY TEACHERS, 5/27,29 6/2,4,10,11,17,MTW,4:00-7:00p.m. 6/19,23,24,25 ThMTW, 8:00a.m.-2:00p.m., Jimmie Jackson, Instructor

ORAL AND WRITTEN COMMUNICATION FOR CLASSROOM TEACHERS AND OTHER DCPS PERSONNEL, 5/29 6/3,5,10,12, 17,4:00-7:00p.m.,TTh and 6/19,23,24,25,26, 8:00a.m. to 2:00p.m.,MTWTh, Cheri Bridgeforth, Instr.

2	3	4 COURSE (GW) Quantitative Methods I: Intro. to Survey Measurement & Research Also 2/11,18,25 4:00 to 7:00p.m.	5	6 COURSE Cont'd Intro. to Comp. Programming II 4:00-7:00p.m. 1/23-5/15, Th. DCTC Samuel Henderson	7	8
9	10 COURSE Cont'd Critical Thinking for Teachers & Other DCPS Personnel 4:00-7:00p.m. DCTC 1/27 - 5/12 Bessie Wiley	11 Burville ES Student Workshp. Self-Esteem 1:00p.m.- Jimmie Jackson	12	13 Preventing Stress a Parent Workshop Stanton ES 9:30a.m.- Jimmie Jackson	14 	15
16	17	18 COURSE Cont'd Sub. Use Abuse Prevention Ed. 4:00-7:00p.m. DCTC Julia Little 1/28 - 3/18 TTh	19 Workshop Howard University Education Dept. 10:00a.m.-12 N Jimmie Jackson	20 COURSE Stress Prevent. & Mgmt. Ed. Modules... 4:00-7:00p.m. DCTC 2/20 - 5/8 Jimmie Jackson	21 Workshop Using Research for Effective Classroom Mgmt. Holy Redeemer 1:00-3:00p.m. Percell Thomas	22
23	24 WTU Membership Meeting 4:15p.m.-	25	26	27	28	



DECEMBER 1985

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Creative Crafts 4:00-7:00p.m. D.C.T.C. Gloria Freeman	3 Staff Development Eastern SHS 8:00a.m.-12:00N	4	5	6 Staff Meeting D.C.T.C. 8:30a.m.-12:00N	7
8	9 Intro. to Calligraphy 4:00-7:00p.m. D.C.T.C.	10 Making Xmas Decorations 1:00-3:00p.m. Grace Craig Parent Workshop Blow ES 10:00-11:30a.m. Jimmie Jackson	11 Nichols Ave. Middle Sch. Teacher Stress 7:45 - 10:00a.m. Jimmie Jackson (ILA) A Diag. Prescript. App. to Writing 4:00-7:00p.m.	12 Black Caucus Monthly Mtg. D.C.T.C. 4:00p.m.- Color, Caring & Creativity In Pre-K & Kindergarten 4-7p.m Marie Bradshaw	13 Proposal Writing Savoy CBC Chairpersons 9:00a.m.-12:00N Jimmie Jackson	14 WTU/AFT Black Caucus Student Recognition Banquet Howard Inn 6:30-10:00p.m.
15	16	17	18 Staff Relationships Raymond School 3:15-4:30p.m. Jimmie Jackson	19 Open House 9:00a.m.-6:00p.m. CHRISTMAS EXTRAVAGANZA 3:30-6:30p.m. D.C.T.C.	20 Staff Meeting D.C.T.C. 8:30a.m.-12:00N	21
22	23	24	25 CHRISTMAS DAY WINTER VACATION 12/23-1/1	26	27	28
29	20	31				

HAPPY HOLIDAY SEASON!!!

SEPTEMBER 1985

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 LABOR DAY	3 First day of School for Students	4	5	6	7
8	9	10 Starting date for Intro. to Comp. Programming II & Psycho-Motor Testing, Training and Development 4:00-7:00p.m.	11 Preservice Teachers Howard Univ. D.C.T.C. 10:00a.m.-12:00N Jimmie Jackson John Swann	12	13	14 Starting date for Teaching Basic Algebra in the Content Areas 8:00a.m.-12:00N
15	16 Registration for the Master's Program GWU D.C.T.C. 4:00-6:00o.m.	17 Starting date for Mini-Sem. for Teachers of Mathematics & Substance Use and Abuse Prevention Ed. 4:00-7:00p.m.	18	19	20	21
22	23 WTU Membership Meeting 4:15p.m.-	24	25	26 "Roundtable", The Art of Storytelling D.C.T.C. 4:00-6:00p.m.	27	28 Teaching Basic Algebra in Content A Areas, 8-12
29	30 Black College Day Celebration Atlanta, Ga. DIAL-A-TEACHER M/T/W 3:30-6:30 724-8727,28,29,					

GRADUATE/RECERTIFICATION COURSES

Introduction to Computer Programming II, 9/10,17,24 10/1,8,15,22,29 11/5,12,19,26 & 12/3,10,17, 4:00-7:00p.m.
Psycho-Motor Testing, Training and Development, 9/10,17,24 10/1,8, 15,22,29 11/5,12,19, 4:00-7:00p.m., (Tuesdays)
Teaching Basic Algebra Through The Content Areas, 9/14,28 11/23, (Sats.), 8:00a.m.-12:00 Noon, 9/19,26 10/3,10,17 11/7,14,21 and 12/5, 4:00-7:00p.m., (Thursdays)
Mini-Seminars for Teachers of Mathematics, 9/17,18,24,25 10/1,2,8,10, 15,16,22,23,29,30 and 11/5, 4:00-7:00p.m., (Tuesdays & Wednesdays)
Substance Use and Abuse Prevention Education, 9/17 through 9/29, 4:00-7:00p.m., (Tuesdays and Thursdays) and 10/19, 8:00a.m.-1:30p.m., (Sats.)

APPENDIX E

SUMMARY OF TEACHER CENTER PRESENTATION EVALUATIONS

SUMMARY OF RATINGS COMPLETED - BLACK HISTORY PROGRAM
FEBRUARY 1986 Number of Respondents = 195

Item Name	(5) Excellent		(4) Good		(3) Average		(2) Fair		(1) Poor		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
A	143	73.3	33	16.9	15	7.7	3	1.5	0	0.0	1	0.5	195	100.0	4.63
B	155	79.5	16	8.2	15	7.7	4	2.1	3	1.5	2	1.0	195	100.0	4.64
C	148	75.9	24	12.3	14	7.2	5	2.6	3	1.5	1	0.5	195	100.0	4.59
D	148	75.9	18	9.2	21	10.8	6	3.1	1	0.5	1	0.5	195	100.0	4.58
E	147	75.4	28	14.4	9	4.6	6	3.1	2	1.0	3	1.5	195	100.0	4.62
TOTAL	741	76.0	119	12.2	74	7.6	24	2.5	9	0.9	8	0.8	975	100.0	4.61

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SUMMARY OF RATINGS COMPLETED - BLACK HISTORY; TRADITIONAL GOSPEL
MARCH 1986 Number of Respondents = 30

Item Name	(5) Excellent		(4) Good		(3) Average		(2) Fair		(1) Poor		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
A	6	20.0	10	33.3	6	20.0	4	13.3	3	10.0	1	3.3	30	100.0	3.41
B	20	66.7	5	16.7	1	3.3	1	3.3	3	10.0	0	0.0	30	100.0	4.27
C	6	20.0	9	30.0	8	26.7	3	10.0	4	13.3	0	0.0	30	100.0	3.33
D	8	26.7	7	23.3	7	23.3	3	10.0	5	16.7	0	0.0	30	100.0	3.33
E	5	16.7	10	33.3	6	20.0	4	13.3	5	16.7	0	0.0	30	100.0	3.20
TOTAL	45	30.0	41	27.3	28	18.7	15	10.0	20	13.3	1	0.7	150	100.0	3.51

SUMMARY OF RATINGS COMPLETED - PRE-THANKSGIVING PROGRAM "THE FAMILY TREE"
NOVEMBER 1985 Number of Respondents = 82

Item Name	(5) Excellent		(4) Good		(3) Average		(2) Fair		(1) Poor		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
A	51	62.2	22	26.8	7	8.5	0	0.0	2	2.4	0	0.0	82	100.0	4.46
B	44	53.7	18	22.0	16	19.5	0	0.0	4	4.9	0	0.0	82	100.0	4.20
C	55	67.1	16	19.5	5	6.1	5	6.1	1	1.2	0	0.0	82	100.0	4.45
D	51	62.2	23	28.0	6	7.3	2	2.4	0	0.0	0	0.0	82	100.0	4.50
E	57	69.5	12	14.6	7	8.5	2	2.4	1	1.2	3	3.7	82	100.0	4.54
TOTAL	258	62.9	91	22.2	41	10.0	9	2.2	8	2.0	3	0.7	410	100.0	4.43

SUMMARY OF RATINGS COMPLETED - SAT WORKSHOP FOR 11th AND 12th GRADE STUDENTS
NOVEMBER 1985 Number of Respondents = 34

Item Name	(5) Excellent		(4) Good		(3) Average		(2) Fair		(1) Poor		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
A	12	35.3	17	50.0	4	11.8	1	2.9	0	0.0	0	0.0	34	100.0	4.18
B	23	67.6	10	29.4	1	2.9	0	0.0	0	0.0	0	0.0	34	100.0	4.65
C	23	67.6	10	29.4	0	0.0	1	2.9	0	0.0	0	0.0	34	100.0	4.62
D	15	44.1	13	38.2	5	14.7	1	2.9	0	0.0	0	0.0	34	100.0	4.24
E	23	67.6	10	29.4	0	0.0	0	0.0	0	0.0	1	2.9	34	100.0	4.70
TOTAL	96	56.5	60	35.3	10	5.9	3	1.8	0	0.0	1	0.6	170	100.0	4.47

APPENDIX F

TEACHER CENTER TEACHER SURVEY:
STAFF DEVELOPMENT

Teacher Center

Teacher Survey: Staff Development

We would like to know your opinion about the staff development and graduate courses provided by the Teacher Center in 1983-84 and 1984-85. If you have participated in these activities during these school years, please respond to the questions below to the best of your ability. Your cooperation is greatly appreciated.

1. Have you used the skills, ideas or knowledge derived from your participation in staff development activities and graduate courses at the Teacher Center?

   |___| Yes |___| No

2. To what degree did your participation in the staff development activities and graduate courses lead to satisfaction in the areas listed below?

	High Degree				Low Degree	Not Applicable
	5	4	3	2	1	0
a. personal growth						
b. professional growth						
c. myself as a teacher						
d. the teaching/learning process in my class(es).						

3. Have you received credit for your participation in courses?

	Indicate How Many Credits
graduate credit	_____
recertification credit	_____
other (specify) _____	_____

4. Are you working towards a degree? |___| Yes |___| No

   If yes, specify degree: _____

5. Have you received a degree since participating in Teacher Center activities?

|___| Yes |___| No

If yes, specify degree: _____

6. On the scale provided, rate the degree to which your participation in staff development activities and graduate courses improved your skill or knowledge in the areas specified. If the area specified was not an outcome of the activities, check the column on the scale that is designated "Not Applicable."

Area	High Degree				Low Degree	Not Applicable
	5	4	3	2	1	0
a. Approaches used in individualizing instruction						
b. Approaches used in responding to individual differences, needs and interests						
c. Classroom management						
d. Behavior management						
e. Instructional methodology						
f. The content of instruction						
g. Classroom intellectual environment						
h. Classroom social environment						
i. Classroom physical environment or atmosphere						
j. Level of student involvement						
k. Amount of time spent on task by students						
l. Effective use of my classroom time						

	High Degree				Low Degree	Not Applicable
	5	4	3	2	1	0
m. Utilization of research information						
n. Attitude towards teaching						
o. Attitude towards students as learners						
p. Leadership skills						
q. Approaches to team work and cooperation with other teachers						
r. Morale as a teacher						
s. Motivation to work with students						
t. Student level of academic functioning						

SUMMARY OF RATINGS COMPLETED - TEACHER CENTER TEACHER SURVEY: STAFF DEVELOPMENT

Number of Respondents = 60

May 1986

	yes		No		No Response			
	No.	Pct.	No.	Pct.	No.	Pct.	Total	Mean
1. Used skill and knowledge	60	100.0	0	0.0	0	0.0	100.0	5.00
3. Graduate credit	43	71.7	5	8.3	12	20.0	100.0	4.58
Recertification credit	47	78.3	2	3.3	11	18.3	100.0	4.84
Other	1	1.7	2	3.3	57	95.0	100.0	2.33
4. Toward degree	14	23.3	37	61.7	9	15.0	100.0	2.10
5. Received degree	5	8.3	54	90.0	1	1.7	100.0	1.34
Total		47.2		27.8		25.0	100.0	3.52

SUMMARY OF RATINGS COMPLETED - TEACHER CENTER TEACHER SURVEY: STAFF DEVELOPMENT
MAY 1986 Number of Respondents = 60

Item Name	(5) Excellent		(4) Good		(3) Average		(2) Fair		(1) Poor		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
2a	46	76.7	11	18.3	2	3.3	0	0.0	0	0.0	1	1.7	60	100.0	4.75
2b	47	78.3	12	20.0	1	1.7	0	0.0	0	0.0	0	0.0	60	100.0	4.77
2c	41	68.3	17	28.3	1	1.7	0	0.0	0	0.0	1	1.7	60	100.0	4.68
2d	39	65.0	15	25.0	4	6.7	0	0.0	0	0.0	2	3.3	60	100.0	4.60
TOTAL	173	72.1	55	22.9	8	3.3	0	0.0	0	0.0	4	1.7	240	100.0	4.70

Item Name	(5) Excellent		(4) Good		(3) Average		(2) Fair		(1) Poor		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
6a	34	56.7	14	23.3	5	8.3	1	1.7	0	0.0	6	10.0	60	100.0	4.50
6b	39	65.0	12	20.0	6	10.0	0	0.0	0	0.0	3	5.0	60	100.0	4.58
6c	35	58.3	17	28.3	4	6.7	0	0.0	0	0.0	4	6.7	60	100.0	4.55
6d	35	58.3	15	25.0	5	8.3	0	0.0	0	0.0	5	8.3	60	100.0	4.55
6e	37	61.7	16	26.7	2	3.3	0	0.0	0	0.0	5	8.3	60	100.0	4.64
6f	36	60.0	14	23.3	3	5.0	0	0.0	0	0.0	7	11.7	60	100.0	4.62
6g	33	55.0	19	31.7	3	5.0	0	0.0	0	0.0	5	8.3	60	100.0	4.55
6h	35	58.3	18	30.0	4	6.7	1	1.7	0	0.0	2	3.3	60	100.0	4.50
6i	33	55.0	18	30.0	1	1.7	2	3.3	1	1.7	5	8.3	60	100.0	4.45
6j	29	48.3	23	38.3	1	1.7	0	0.0	0	0.0	7	11.7	60	100.0	4.53
6k	31	51.7	20	33.3	3	5.0	0	0.0	0	0.0	6	10.0	60	100.0	4.52
6l	35	58.3	18	30.0	3	5.0	0	0.0	0	0.0	4	6.7	60	100.0	4.57
6m	38	63.3	14	23.3	4	6.7	0	0.0	0	0.0	4	6.7	60	100.0	4.61
6n	37	61.7	15	25.0	3	5.0	2	3.3	0	0.0	3	5.0	60	100.0	4.53
6o	35	58.3	19	31.7	2	3.3	1	1.7	0	0.0	3	5.0	60	100.0	4.54
6p	38	63.3	14	23.3	3	5.0	0	0.0	0	0.0	5	8.3	60	100.0	4.64
6q	41	68.3	9	15.0	5	8.3	0	0.0	0	0.0	5	8.3	60	100.0	4.65
6r	39	65.0	16	26.7	2	3.3	0	0.0	0	0.0	3	5.0	60	100.0	4.65
6s	34	56.7	20	33.3	1	1.7	0	0.0	0	0.0	5	8.3	60	100.0	4.60
6t	31	51.7	21	35.0	1	1.7	2	3.3	0	0.0	5	8.3	60	100.0	4.47
TOTAL	705	58.7	332	27.7	61	5.1	9	0.7	1	0.1	92	7.7	1200	100.0	4.56

APPENDIX G

TEACHER CENTER TEACHER SURVEY:
FACILITIES

SUMMARY OF RATINGS COMPLETED - TEACHER CENTER TEACHER SURVEY: FACILITIES
MAY 1986 Number of Respondents = 30

Item Name	(5) Excellent		(4) Good		(3) Average		(2) Fair		(1) Poor		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
XEROXING	15	50.0	3	10.0	0	0.0	0	0.0	0	0.0	12	40.0	30	100.0	4.83
DUPLICATING	10	33.3	3	10.0	0	0.0	0	0.0	0	0.0	17	56.7	30	100.0	4.77
PER. CONFER.	12	40.0	0	0.0	0	0.0	0	0.0	0	0.0	18	60.0	30	100.0	5.00
MEETING	5	16.7	3	10.0	0	0.0	0	0.0	0	0.0	22	73.3	30	100.0	4.63
LIBRARY	10	33.3	1	3.3	2	6.7	0	0.0	0	0.0	17	56.7	30	100.0	4.62
MATERIALS	5	16.7	1	3.3	1	3.3	0	0.0	0	0.0	23	76.7	30	100.0	4.57
LETTER	8	26.7	0	0.0	0	0.0	0	0.0	0	0.0	22	73.3	30	100.0	5.00
LAMINATOR	7	23.3	1	3.3	0	0.0	0	0.0	0	0.0	22	73.3	30	100.0	4.88
PRINTING	5	16.7	0	0.0	0	0.0	0	0.0	0	0.0	25	83.3	30	100.0	5.00
REF.MAT.	8	26.7	1	3.3	1	3.3	0	0.0	0	0.0	20	66.7	30	100.0	4.70
TOTAL	85	28.3	13	4.3	4	1.3	0	0.0	0	0.0	198	66.0	300	100.0	4.79

APPENDIX H

DIAL-A-TEACHER
SUMMARY BY CONTENT/SUBJECT

DIAL-A-TEACHER
SUMMARY BY CONTENT/SUBJECT

	Number	Percent
Social Studies	29	17.6
Math Computation	26	15.7
Language Arts	20	12.1
Other	19	11.5
Math Concepts	18	10.9
Other Math Skills	15	9.1
English	10	6.1
Science	10	6.1
Reading Vocabulary	6	3.6
Reading Comprehension	5	3.0
Writing	3	1.8
Algebra	2	1.2
Current Events	1	0.6
Geometry	1	0.6
Total	165	99.9